

Stow Heath Primary School



History Curriculum - EYFS

<p>Early Years curriculum: Pupils should be taught about:</p> <ul style="list-style-type: none"> Understanding the World- People and their communities and The World 	
<p>Nursery Coverage</p> <p>The nursery pupils will follow these themes. However, the themes may change as a result of following the children's interest.</p> <p>Autumn Term – Once upon a rhyme / fairy tale</p> <p>Spring Term – Growth – I wonder what grows?</p> <p>Summer Term – Culture and communities Journeys</p>	<p>Reception Coverage</p> <p>The reception pupils will follow these themes. However, the themes may change as a result of following the children's interest.</p> <p>Autumn Unique me</p> <p>Spring We can be heroes</p> <p>Summer I wonder what's out there. The world around us</p>
<p>Nursery End points (3-4year olds)</p> <p>I can begin to make sense of my own life story and family history.</p>	<p>Reception End points</p> <p>ELG</p> <p>Talk about the lives of people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>

History Curriculum - Key Stage 1

<p>National Curriculum: Pupils should be taught about:</p> <ul style="list-style-type: none"> changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life events beyond living memory that are significant nationally or globally the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods significant historical events, people and places in their own locality. 	
<p>Year 1 Coverage</p>	<p>Year 2 Coverage</p>

<p>Autumn Term – Changes in homes and toys (Changes within Living Memory) Spring Term – Florence Nightingale and Mary Seacole (the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods significant historical events, people and places in their own locality) (events beyond living memory that are significant nationally or globally) Summer Term – ‘The Titanic’ (events beyond living memory that are significant nationally or globally , significant historical events, people and places in their own locality.)</p>	<p>Autumn Term – The History of castles (events beyond living memory that are significant nationally or globally, significant historical events, people, and places in their own locality.) Spring Term - Christopher Columbus and Neil Armstrong (the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods significant historical events, people and places in their own locality) Summer Term –Seaside holidays in the past (Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life)</p>
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Year 1 End points	Year 2 End points
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<p>Knowledge & Understanding I can identify objects from the past and present and sort them (toys and household items) I know how household objects, toys and games have changed overtime I know how to compare objects using basic chronological language – old, new, older, newer, oldest, newest. I know how to place artefacts chronologically on a timeline. I know historical information about a significant person and the impact they had. (Florence Nightingale and Mary Seacole) I know the differences between healthcare in the past and present. I know where events and artefacts from the past are placed on a timeline chronologically. I know the reasons for why people in the past acted as they did, for example discriminating against others. I can show an understanding of concepts such as war and peace. I know historical information about a significant event and the impact it had. (The Titanic) I know the differences between the social class in the past. I know where events and artefacts from the past are placed on a timeline chronologically. I know what artefacts can tell me about the Titanic disaster. I know the reasons for why people in the past acted as they did. I know the causes and effects of a significant event like the Titanic disaster.</p> <p>Skills I can place events and objects in chronological order I can use common words and phrases relating to the passing of time. I can use sources of information to find out about the past. I can ask questions (Who? What? Where?) about the past. I can present information about the past (verbal and recorded)</p>	<p>Knowledge & Understanding I can identify objects from the past and present and deduce facts from them. I know how castles have changed overtime. I can use words and phrases relating to the passing of time to share my knowledges of how castles have changed over time. I know different ways how the past is represented. I know where events and people from the past fit within a chronological framework. I know how castles are significant in our locality to help us learn about the past. I can show an understanding of concepts such as hierarchy and power. I know historical information about two significant explorers and the impact they had. (Christopher Columbus and Neil Armstrong) I know the differences between Christophers Columbus’ voyage and Neil Armstrong’s mission. I know where events and people from the past fit within a chronological framework. I know why explorers do what they do and consider them to be significant. I can show an understanding of concepts such as discovery and exploration. I can identify objects from the past and present and sort them (seaside related items) I know how seaside holidays have changed overtime. I can use words and phrases relating to the passing of time to share my knowledges of how seaside holidays have changed over time. I know different ways how the past is represented. I know how to place images and artefacts chronologically on a timeline.</p> <p>Skills I can ask and answer questions about the past I can observe and handle a range of sources to find out about the past In chronological order, I can sequence people and events</p>
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History Curriculum –Key Stage 2

<p>National Curriculum: Pupils should be taught about:</p> <ul style="list-style-type: none"> ▪ changes in Britain from the Stone Age to the Iron Age ▪ the Roman Empire and its impact on Britain ▪ Britain’s settlement by Anglo-Saxons and Scots

- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- a local history study
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China
- Ancient Greece – a study of Greek life and achievements and their influence on the western world
- a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.

Year 3 Coverage	Year 4 Coverage
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Autumn Term – 'Local History' Victorian Lock and Key industry
(a local history study)

Spring Term – Stone age to Iron age
(changes in Britain from the Stone Age to the Iron Age)

Summer Term – Romans/ Britain's settlement by Anglo Saxons
(the Roman Empire and its impact on Britain/ Britain's settlement by Anglo Saxons)

Autumn Term – Industrial Revolution (Canals / James Brindley)
(a local history study)

(a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066)

Spring Term – The Anglo Saxons and Vikings
(Britain's settlement by Anglo-Saxons and Scots)

(the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor)

Summer Term – 'London – Then and Now' 17th Century London – Great Fire of London and The Plague
(a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066)

Year 3 End points	Year 4 End points
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Knowledge & Understanding

I know how historical sources tell me information about the Victorian period.
 I know where events and people from the past fit within a chronological framework.
 I know about a significant monarch in British history (Queen Victoria) and the impact they had.
 I know the significant impact that Victorian inventions had on British society.
 I know the significance of a historical landmark in our locality.
 I know how living conditions have changed over time.
 I know the impact the Victorians had on modern Britain.
 I know prehistory is the beginning of our narrative in British History.
 I know the period of the Stone Age to the Iron Age in chronological order.
 I can make deductions about the Stone Age from primary sources.
 I know people were nomadic during this period and began to settle in the Mesolithic.
 I know how society began to grow because of farming in the Mesolithic and Neolithic periods.
 I know how secondary sources help me to find out the significance of Skara Brae and how Neolithic people lived.
 I can compare the changes that took place between the Stone to the Iron age.
 To know how artefacts can give us information about the past.
 I know how British society changed in the Iron Age.
 I know where the Roman empire originated and place onto a timeline.
 I know how the Roman empire expanded over time.
 I know how the Roman Army contributed to the expansion of the empire.
 I know what Britain was like before the Roman Invasion.
 I know why the Romans wanted to invade Britain.
 I know by using historical sources the significance of Boudica and her rebellion.
 I know how archaeologists find evidence about Roman Britain.
 I know how the landscape of Britain was changed by the Romans.
 I know the impact of the Roman empire on modern Britain.

Skills

I can use sources of information, including ICT, to find out about events, people and changes.
 I can communicate knowledge and understanding in a variety of ways.
 I can place events in chronological order

Knowledge & Understanding

I know how historical sources tell me information about the history of the Black Country.
 I know about a significant inventor in British history (James Brindley) and the impact they had.
 I know the significant impact that waterways inventions had on British society.
 I know what jobs people did on the waterways.
 I know how living conditions for men, women and children varied when living on narrowboats.
 I know the chronology of the Anglo-Saxons and place onto a timeline.
 I know that the Anglo-Saxons invaded Britain and where they settled in Britain
 I can infer information about the Anglo-Saxons using historical sources and artefacts from the past.
 I know the features of an Anglo-Saxon settlement.
 I know what life might have been like for different people living in an Anglo-Saxon village
 I know how Anglo-Saxons kingdoms were organised.
 I can consider why Alfred the Great is remembered as 'The Great'
 I can make deductions from primary and secondary sources about the Anglo-Saxons life in Britain.
 I can describe the characteristic features of the past, including ideas, beliefs, attitudes, and experiences of the Anglo-Saxon people
 I know how historical sources tell me information about a significant turning point in British History (The plague and Great Fire)
 I know where events from the event fit within a chronological framework.
 I know how standards of hygiene have changed overtime.
 I know the significant impact the spread of the plague had on London.
 I know the significance and impact of how one disaster ended another.
 I know how eye-witness accounts can be a good source of information for historians.
 I know the impact the plague and the Great Fire had in changing London.

Skills

I can make comparisons when comparing different time periods
 I can place events, people and changes into correct periods of time
 I can use dates and vocabulary relating to the passing of time
 I can identify different ways in which the past is represented and interpreted
 I can use sources of information including ICT to find out about events, people and changes.
 I can ask and answer historical questions
 I can communicate my knowledge and understanding in a variety of ways

Year 5 Coverage	Year 6 Coverage
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Autumn Term – 'Ancient Greece'
(Ancient Greece – a study of Greek life and achievements and their influence on the

Autumn Term – The Battle of Britain WW2
(a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond

<p>western world) In Year 5 children looked at Ancient Greek, where they ordered historical events (chronology), looked at historically significant items (artefacts) and to compare different eras</p> <p>Spring Term – The Mayan Civilisation (a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300)</p>	<p>1066)</p> <p>Spring Term – The Ancient Egyptians (the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China)</p> <p>Summer Term – ‘Inspire Me!’ The lives of significant historical people who have influenced changes across the world</p>
<p>Year 5 End points</p>	<p>Year 6 End points</p>
<p>Knowledge & Understanding</p> <p>I know where the Ancient Greeks originated and place onto a timeline. I can infer information about the Ancient Greeks using historical sources and artefacts from the past. I can compare the city-states of Athens and Sparta using historical vocabulary. I know why Alexander the Great was a significant figure in History. I know the historical impact of Alexander the Great's rule I know the significance of gods and goddesses from historical sources. I can explain key ideas and questions from Ancient Greek philosophy. I can compare social, ethnic, and cultural diversity of a past society. I can describe the characteristic features of the past, including ideas, beliefs, attitudes, and experiences. I know what daily life was like in the past. I can use historical vocabulary to communicate the significance of Ancient Greek legacies and the impact on modern society. I know where the Mayan civilisation originated and place onto a timeline. I know how the Mayan civilisation expanded over time. I know what Britain was like during the same time period. I can compare hierarchy of the Mayan civilisation. I know the historical significance of the settlement Chichen Itza I know the significance of Mayan Religious beliefs from historical sources. I can describe the characteristic features of the past, including ideas, beliefs, attitudes, and experiences. I can use historical vocabulary to communicate the significance of Mayan legacies and the impact on modern society</p> <p>Skills</p> <p>I can ask and answer historical questions I can place events, people and changes into correct periods of time I can use dates and vocabulary relating to the passing of time including ancient, modern, BC, AD, century and decade I can give reasons for and results of the main events and changes I can recognize that the past can be represented in different ways and show an understanding that it can also be interpreted in different ways. I can begin to select and combine information from different sources I can communicate my knowledge and understanding of History in different ways</p>	<p>Knowledge & Understanding</p> <p>I know the reasons for WW2 and can place key events onto a timeline. I can infer information about the WW2 using historical sources and artefacts from the past. I know why Adolf Hitler was a significant figure. I know the reasons for why people were evacuated. I know the significance of how people protected themselves during the Blitz I know the significant role women played during WW2 I know what impact rationing had on British society I know what role 'propaganda' played during the war. I know the lasting impact made by different nationalities during the war. I know where the Ancient Egyptians originated and place onto a timeline. I can infer information about the Ancient Egyptians using historical sources and artefacts from the past. I can compare the city-states of Athens and Sparta using historical vocabulary. I know why King Tutankhamun was a significant figure. I know the historical impact of Howard Carter's discovery. I know the significance of the pyramids from historical sources. I can compare social, ethnic, and cultural diversity of a past society. I know how Egypt has changed over time. I know what daily life was like in the past. I can use historical vocabulary to communicate how the Egyptian civilisation ended. I know what impact significant people have made to British History. I know what impact significant people have made to world History. I know what change political activists are making to climate change.</p> <p>Skills</p> <p>I can ask and answer historical questions I can use my increasing depth of factual knowledge to describe past societies and periods and begin to make links between them. I can recognize that the past can be represented and interpreted in different ways and give reasons for this I can use and evaluate a range of sources I can record information relevant to the focus of the enquiry I can recall, select and organize and communicate historical information in a variety of ways.</p>